R E P O R T R E S U M E S

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PROJECT APEX, A PROGRAM FOR EXCELLENCE IN URBAN TEACHER EDUCATION.

NEW YORK UNIV., N.Y., PROJECT APEX

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THIS REPORT BRIEFLY OUTLINES PLANS FOR A NEW YORK UNIVERSITY PROJECT TO TRAIN 60 NEGRO, PUERTO RICAN, AND WHITE DISADVANTAGED HIGH SCHOOL GRADUATES TO TEACH IN SLUM SCHOOLS AND SERVE AS ROLE MODELS FOR OTHER DISADVANTAGED STUDENTS. PROGRAM PARTICIPANTS WILL BE PAIRED, HOUSED, AND TRAINED WITH 60 "PEACE-CORPS-TYPE" GRADUATE ASSISTANTS. ABOUT 15 HOURS PER WEEK WILL BE SPENT IN WORK-STUDY ACTIVITIES, SUCH AS SERVICE IN THE SLUM COMMUNITY, AND STUDENTS WILL PARTICIPATE IN SUMMER PROGRAMS. A SPECIALLY CONSTRUCTED CURRICULUM WILL OFFER STUDENTS REMEDIAL AND ACADEMIC WORK, AND SMALL GROUP SEMINARS AND INDIVIDUAL TUTORIALS WILL BE SCHEDULED. SMALL GROUP COUNSELING AND GUIDANCE AND SUPERVISION WILL BE AVAILABLE TO ALL STUDENTS. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROJECT APEX

A Program for Excellence in Urban Teacher Education

New York University, New York.

60 NEGRO, PUERTO RICAN AND LOWER CLASS WHITE HIGH SCHOOL GRADUATES FROM THE SLUMS OF NEW YORK CITY

WHO HAVE JUST GRADUATED FROM A GENERAL CURRICULUM WITH NO HOPE OF PROFESSIONAL CAREERS

WILL BE BROUGHT TO NEW YORK UNIVERSITY

AND WITH A RADICAL DEPARTURE IN TEACHER EDUCATION

PAIRED, HOUSED, AND TRAINED WITH 60 "PEACE CORPS TYPES"

WILL, WITH THE "PEACE CORPS TYPES," BECOME MASTER TEACHERS AND ROLE MODELS FOR SIMILARLY DISADVANTAGED STUDENTS

AND RETURN TO TEACH IN THE SLUM

UD 000 722

CHANGES IN BEHAVIOR

I. FREEING INTELLIGENCE

He will:
- learn to respond positively to consistent authority and to discharge his responsibilities.
- develop the ability to address and adjust himself to transitory frustrations.
- be able to bridge the social and emotional gap between himself and academic personnel.
- restrain himself from impulsive reaction to disturbing factors
- verbalize personal problems.

II. DEVELOPING LEADERSHIP BEHAVIOR

He will:
- acquire values consistent with those of authority figures in the academic world.
- think, talk and act out of a new found pride.
- accept responsibility and cooperate with new groups and individuals.
- become more active, intellectually, socially, and culturally.

III. RECOGNIZING OPPORTUNITIES

He will:
- see the possibilities for his success in APEX and will find specific success experiences in work study and in his new relationships.
- conform to those behavioral norms accepted by new adult authority figures.
- adjust his behavior to fit his new environment.
- use language appropriate to his new status.
- identify positively with university life.
- express a concern for future achievements.
- accept standardized methods of achieving desired ends.

IV. CHANGING VALUES

He will:
- become aware of both differences and similarities between his new environment and his old.
- begin to develop attitudes that will lead to satellization with adult authority figures who have a value orientation different from his own.
- increasingly become committed to the service goals of APEX.
- resist his family and culture as a model for aspiration and personal behavior where it contradicts with his new environment.
- accept association across racial, ethnic and class lines.

V. VIEWING SELF

He will:
- improve his self-esteem and sense of personal worth by contacts with authority figures who are concerned with his welfare.
- reject the negative image aspects of self as determined by racial, ethnic or class background.
- gain status from constructive participation in work study rather than from his peers.
- see himself becoming more competent generally and will in fact succeed in his specific tasks.
- gain new insight into his cultural background (family, friends, self).

VI. SATISFYING BASIC HUMAN NEEDS THROUGH SOCIALLY DESIRABLE PATTERNS OF BEHAVIOR

He will:
- gain a sense of belonging and security by working with a staff that shows sincere interest in his welfare.
- accept help without suspicion from authority figures.
- become able to accept both success and failure realistically.
- maintain affectionate bonds with his family and group.

VII. DIRECTING INDIVIDUAL WORK HABITS TOWARD LONG-RANGE ASPIRATIONS

He will:
- adopt a greater degree of persistency in dealing with his assignments.
- see the opportunity afforded him by APEX as related to his long-range goals.
- come to understand the meaning of his work study and will develop persistence needed for success.
- increasingly spend his time in pursuits related to APEX. (Less play, stooptalk, cards, etc.)
- redefine work as being other than "physical."

VIII. LEARNING TO LEARN

He will:
- see schooling as a means for real education (self fulfillment).
- regard teachers as human and not as threats.
- learn to transfer responses from the concrete and particularly to those which are more abstract.
- try to remove internal blocks that impede full participation in the university.
- address himself to the mastery of basic communication skills.

SPECIFIC PROGRAM FEATURES

I. WORK-STUDY

Functions
- Assisting professor in community research
- Group leader in community centers
- Clerical and administrative assistance to departments
- Stack-man in the library
- Neighborhood rehabilitation and development

Time
- 15 hours per week

Place
- At New York University and selected social service agencies

Personnel
- APEX Graduate Assistants

II. HOUSING

Functions
- Opportunity to live in new environment
- Experiences in group living
- Introduction into "cross cultural" living
- Quiet place to study
- Reinforce identification with University
- Central locus for after-school activities
- Provide encouraging atmosphere

Time
- September 1965-July 1966

Place
- Living accommodations provided by NYU

Personnel
- APEX Graduate Assistants

III. INDIVIDUAL HELP AND SMALL GROUP COUNSELING, GUIDANCE AND SUPERVISION

Function
- Counseling with individuals and small groups
- Supporting the student in his present and future school work

  - Orientation toward work
  - Exploration of new cultural and social environments
  - Develop personal-social competencies of small group living
  - Supporting the student in his present and future school work
  - Providing positive life models
  - Freeing intelligence to function
  - Development of study skills
  - Integrative seminar for discussion of the meaning of knowledge; the relationships between knowledge and personality growth, between academic courses and everyday life, between field work and academic work, etc.

Time
- During work-study program

Place
- At New York University and at student's residence
- Saturday orientation sessions and field trips

Personnel
- APEX staff and NYU instructional staff in association with APEX Graduate Assistants

IV. INDIVIDUAL HELP WITH INDIVIDUAL PROBLEMS

Functions
- Building skills in the language arts
- Freeing intelligence to function
- Reinforcing behavior in leadership roles
- Providing positive life models
- Supporting the student in his present and future school work

Time
- During school hours in New York University
- Evenings in the home of the student

Place
- At New York University
- In the home of the student

Personnel
- APEX Graduate Assistants in association with APEX staff

V. SPECIAL CURRICULUM AT NYU

Functions
- Development and remediation of basic skills
- Early exposure to teaching--observation in high school setting
- Extensive opportunity for students to discuss issues, with aim of developing adequate speech skills
- Special courses in sociology, psychology, language arts, and mathematics

V. SPECIAL CURRICULU

- Use of team
- Focus on the
- Regularly sc
- Small group
- APEX student

Time
- Supervised S
- Language Art
- Individual R
- Math & Scien
- Social Scien

Place
- New York Uni

Personnel
- New York Univ

VI. EDUCATIONAL ENRICH

Functions
- Increase lis
- Develop a co
- Bring meanin
- Increase sco

Time
- During work-

Place
- At NYU or in

Personnel
- Professional

VII. FIELD EXPERIENCE

Functions
- Maintaining
- Serving in c
- Integrating
- Studying con

- Helping in
- Exploring dy

Time
- During work

Place
- At selected

Personnel
- APEX Graduate
- APEX staff

VIII. SUMMER CAMP

Functions
- To enable st
- To foster in
- To expose st
- To create a
- To continue

Time
- Six weeks la

Place
- NYU Camp at

Personnel
- APEX Graduate
- APEX professi
- Consultants i

IX. SUMMER WORK

Functions
- Exploration
- Participati
- Seminars wit
- Study of ind
- Living with
- Educational
- Tutors for

Time
- June, July,

Place
- NYU, select

Personnel
- APEX Graduate

V. SPECIAL CURRICULUM AT NYU (cont'd.)

Use of team teaching and programmed instruction
Focus on the concrete experiences of students
Regularly scheduled time for individual and group counseling
Small group seminars and individual tutorials
APEX students will attend classes together

Time

Supervised Study	MTWTF	5 hrs/wk
Language Arts	MTWTF	5 hrs/wk
Individual Remediation	MTWTF	5 hrs/wk
Math & Science	MTWTF	5 hrs/wk
Social Science - Field Work	TF	10 hrs/wk
		30 hrs/wk

Place
New York University

Personnel
New York University professional staff and APEX Graduate Assistants

VI. EDUCATIONAL ENRICHMENT

Functions
Increase listening, speaking, discussion and reading skills
Develop a conceptual system for interpretation of reality
Bring meaning to the printed page
Increase scope and depth to the reading materials

Time
During work-study program

Place
At NYU or in the home of the professor

Personnel
Professional staff of APEX

VII. FIELD EXPERIENCE

Functions
Maintaining ties with old environment
Serving in community centers
Integrating with course work at NYU
Studying community

Helping in neighborhood rehabilitation projects
Exploring dynamics of the city.

relationships
s and everyday

Time
During work-study program and Saturdays

Place
At selected community centers

Personnel
APEX Graduate Assistants
APEX staff

VIII. SUMMER CAMP

istants

Functions
To enable students to form closer and more trusting relationships with college personnel
To foster interaction with peers and for creative close inter-personal relations
To expose students to the physical environment of the countryside
To create a setting for effective individual counseling
To continue skill development for success in college

Time
Six weeks late summer

Place
NYU Camp at Holmes, New York

Personnel
APEX Graduate Assistants
APEX professional staff
Consultants in guidance, psychology, language arts

IX. SUMMER WORK

Functions
Exploration of New York slum areas
Participation in social action programs
Seminars with social action leaders such as those in the Peace Corps
Study of industry and technology through planned visits to plants and institutions
Living with middle-class families
Educational enrichment and remediation
Tutors for slum children

veloping
tics

Time
June, July, August and September 1966

Place
NYU, selected community centers and student's residence

Personnel
APEX Graduate Assistants, volunteering families and APEX staff

GENERAL GOALS PHASE I - JULY 1965 - JULY 1966

I. PERSONAL DEVELOPMENT
   1. To free intelligence to function.
   2. To develop leadership behavior.
   3. To recognize new opportunities.
   4. To direct behavior toward democratic values.
   5. To build a positive and realistic view of self.
   6. To find socially desirable patterns of behavior for the satisfaction of basic human needs.
   7. To direct individual work habits toward long-range aspirations.

II. PROFESSIONAL DEVELOPMENT
   1. To strengthen fundamental skills in language and general symbolic functions.
   2. To continue understanding of self and environment.
   3. To further develop empathy for the teacher's role.
   4. To develop more effective study and work habits.
   5. To improve his ability to seek understanding of ideas in school situations.
   6. To develop a desire to assume a leadership role in relationship to the difficult problems of urban slum living.

III. COGNITIVE DEVELOPMENT
   1. To increase cognitive development.
   2. To develop higher levels of abstraction.
   3. To develop greater intellectual awareness of the nature and effects of life in a disadvantaged environment.
   4. To develop a conceptual system for interpreting rationally what has been experienced in reality but not fully understood.
   5. To develop a learning style.

PROJECT STAFF

Roscoe C. Brown

Dr. Brown is Professor of Education in the School of Education at New York University. He has served 25-30 school districts in New York and New Jersey on research problems. Dr. Brown was one of the consultants who formulated the New Rochelle, New York, school integration plan which was the basis of the first Federal District Court case challenging de facto segregation in Northern communities.

Virgil A. Clift

Dr. Clift is Professor of Education at New York University. Dr. Clift was for 24 years a professor and department head in two colleges serving Negro teachers in North Carolina and Maryland. He has published over twenty articles, books and book chapters relative to cultural deprivation, social class, and Negro education. Dr. Clift co-edited Negro Education in America, published by Harper and Row and selected as one of the outstanding educational books published in 1962.

Edward H. Henderson

Dr. Henderson is an Associate Professor in the School of Education at New York University and is a specialist in Child Development and Curriculum Construction. Dr. Henderson is presently principal research and evaluation consultant on an inter-age grouping project at Plainedge, Long Island, and research consultant to the Brentwood Public Schools Ford Project on the use of innovations in teaching and their effect on pupil performance.

John C. Robertson

Dr. Robertson is Professor of Education at New York University. Dr. Robertson has been involved in intercultural education as a staff member of the Bureau for Intercultural Education; as Unesco curriculum consultant to the Ministry of Education in Indonesia; as director of teacher training workshops in India; as a staff member of the Institute for Child Study in Bangkok, Thailand; as a professor at the University of Hawaii; and as a staff member of an educational workshop in Puerto Rico.

Patricia Cayo Sexton

Dr. Sexton is Associate Professor of Education at New York University. Her book, Education and Income, was the first of its kind in America and was rated by Time Magazine as one of the three best educational books of 1961. Dr. Sexton has just completed a new book, Spanish Harlem--A Pocket of Poverty, to be published by Harper and Row. She is currently director of two major research projects under grants from the U.S. Office of Education.

MAJOR AREAS OF DEMONSTRATION

SELECT LATE	Youths can be selected from areas of urban poverty who will be able to overcome blocks to academic learning imposed by the whole impact of childhood and adolescence.
INTERVENE	Selected adolescents will sharply upgrade their aspirations and elect to become teachers despite their current enrollment in a non-college bound curriculum in a slum school. (This is direct intervention.)
CREATE JOBS	The University can create useful jobs for unskilled personnel.
SHARPLY UPGRADE PERFORMANCE	Experiences which are not classroom oriented (work training, supervised small groups, individual attention and summer camp) will increase competency of APEX students in formal education
USE SMALL GROUPS EFFECTIVELY	The small group is an effective tool for the discussion and solution of scholastic and personal-social problems and for the satisfaction of basic human relationship needs of individual students.
DEVELOP SUB-PROFESSIONALS	Sub-professional personnel in cooperative association with highly-skilled professors can provide effective compensatory and enrichment education to the disadvantaged.
REDIRECT UNIVERSITY	The University can adapt its curriculum and general instructional mode to make effective use of the community in the education of the disadvantaged.
REDUCE COSTS	Reorientation of the disadvantaged can be carried forward at reasonable costs.

" . . . we seek to add a new measure of greatness to New York, by developing in this city a University with the students, faculty, and resources that will make this a model of the great urban university of the future."

James M. Hester

FUNDING

A P E X

COMMUNITY ACTION
Administrative help
Research and Demonstration
Instructional Staff

WORK STUDY
Work opportunities for students

U.S. OFFICE
Research costs
Research fellowships

FOUNDATIONS
Supplemental living costs and scholarship funds

NEW YORK UNIVERSITY
Personnel, planning, coordination
Personnel replacement costs